

Childminder report

Inspection date:

20 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children play harmoniously alongside each other and the caring childminder with whom they form positive relationships. The childminder ensures every child feels welcome and valued. Children chat happily about what they are doing and are accepting of others joining their play. They share toys with each other and take an interest in their friend's activities. They independently choose from a variety of activities and resources, which inspire them to learn. For example, children use their imagination while playing with the well-stocked role-play kitchen and enjoy pretending to make tea for their friends.

Children have access to a rich variety of books, which inspires them to look at books independently and listen to stories. They develop an understanding of the structure of a story and character roles while listening to the childminder read during story time. Children actively engage with the childminder during the story, answering questions and pointing to characters in the book. The childminder cleverly introduces the children to new words through voice, facial expression and repetition, which inspires the children to repeat the words.

Children are exposed to different areas of the curriculum in a variety of ways. For instance, children learn about healthy foods, people in the community and mathematics through trips to the local shop. For example, children are supported by the childminder to choose fruit and vegetables and exchange money with the shop assistant. This helps children to build confidence and life skills for the future.

What does the early years setting do well and what does it need to do better?

- The childminder enjoys interacting with the children. He is calm and has a good understanding of children at the setting. He makes good use of settling-in sessions to find out what children know and can do before they start in his care. The childminder takes this opportunity to get to know children from the parent's point of view. He establishes what they are interested in through parent discussion and observations.
- The childminder is enthusiastic and well motivated. He thoughtfully plans activities which are tailored to the interests of children. For example, children choose to sing 'The Wheels on the Bus' and the childminder cleverly engages the children with the storybook of the same name, which further supports their skills in literacy.
- The childminder carefully organises the environment to make good use of the resources and space available. For example, children use a large foam road mat and incorporate small-world toys and construction blocks. This enables children to extend their learning and development by designing and creating props for their play.

- The childminder ensures that children treat each other and the environment respectfully. For example, the childminder uses positive language and encourages children to tidy up. He models how to tidy toys away and creates a fun atmosphere with a tidy-up song. This motivates children to tidy toys away, while also inspiring them to be active.
- The childminder has established secure links with local schools and supports children and families with their transitions. He shares information about children, with permission from parents when required.
- The childminder supports children to understand how to keep themselves healthy. They learn about a variety of different healthy foods through trips to a culturally diverse shop. They are encouraged to try a variety of foods and to meet people from the local community. This enables children to develop an understanding and respect for other cultures.
- The childminder works closely with a co-childminder. They regularly discuss ways of improving their practice and outcomes for children. For example, the childminder ensures that he attends regular training to ensure his knowledge and skills are up to date.
- The childminder supports children to develop skills in independence. For example, children choose which colour bowls to use. However, he does not make consistent use of routine times to further extend independence. For example, he does not make best use of daily routines to teach children how to do things for themselves such as handwashing.
- The childminder provides opportunities for adult-led activities in art and design. However, he has not fully considered ways for children to independently select resources to enable their creative expression and to develop mark-making skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. He knows the signs that may indicate a child is at risk of harm. He is aware of the safeguarding issues that can affect children, such as extremism and radicalisation. The childminder knows who to contact if he has concerns for a child's welfare. The childminder provides a secure environment for children. He teaches children how to keep themselves safe and manage their own risks. For example, on trips to the local shop, children are able to learn about road safety in a secure environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance further the use of daily routines to further support children's developing independence skills

- support children further to develop mark-making skills and artistic free expression, using a variety of resources and activities.

Setting details

Unique reference number	EY481274
Local authority	Southampton
Inspection number	10228931
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	5
Number of children on roll	6
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder was registered in 2014. He lives in Shirley, Southampton. The childminder works with his co-childminder wife. He is open from Monday to Friday, 7.30am until 5pm, all year round.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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